

Internal School Review Report

Name of Institution

Reviewed: Sheldon Clark High School

Date: February 8 – February 10, 2015

Team Member: Julia Rawlings

Team Member: Felicia Bond

Team Member: Tyler Stevens

School principal: Lonnie Laney

Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2012-2013 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2014
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2014
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.92	Team Rating for Standard 3 2.33
---	--	--

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.1	<p>The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.</p> <p>Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p>Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement</p>		

	<p>and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/ or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
--	--

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 2
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students</p>		

	to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 4	Team Rating 3
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes</p>		

	<p>improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 2	Team Rating 2
3.6	<p>Teachers implement the school's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input checked="" type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are</p>		

	<p>consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.9	<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</p> <p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with</p>		

	individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 3
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly</p>		

	<p>evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>
--	--

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating 3	Team Rating 2
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2013-2014	64.3	65.3	68.0	Yes	Yes	No
2012-2013	50.6	51.6	58.4	Yes	Yes	Yes

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	%P/D School (11-12)	%P/D State (11-12)	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)
English II	34.4	52.2	50.4	55.8	46.9	55.4
Algebra II	29.4	40.0	40.3	36.0	42.2	37.9
Biology	20.0	30.3	32.5	36.3	32.5	39.8
U.S. History	40.8	39.5	20.3	51.3	48.7	58.0
Writing	27.7	43.9	33.0	48.2	25.5	43.3
Language Mech.	34.8	50.7	41.7	51.4	38.6	49.9

Average Score on PLAN, Grade 10, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	14.0	16.1	15.2	16.6	15.2	16.5
Math	15.2	16.8	16.0	17.1	15.5	16.9
Reading	15.0	16.6	16.2	16.8	15.6	16.7
Science	16.7	17.9	17.3	18.1	17.3	18.1
Composite	15.4	17.0	16.3	17.3	16.1	17.2

Average Score on ACT, Grade 11, at the School and in the State (2011-2012, 2012-2013, 2013-2014)

Content Area	Avg. Score School (11-12)	Avg. Score State (11-12)	Avg. Score School (12-13)	Avg. Score State (12-13)	Avg. Score School (13-14)	Avg. Score State (13-14)
English	14.6	18.4	15.3	18.4	16.5	18.7
Math	16.2	18.8	16.8	18.9	17.3	19.2
Reading	16.8	19.0	17.2	19.4	18.3	19.6
Science	16.6	19.1	17.7	19.5	18.8	19.6
Composite	16.2	19.0	16.9	19.2	17.9	19.4

School Achievement of Proficiency and Gap Delivery Targets (2013-2014)

Tested Area (2013-2014)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	46.0	44.9	No	44.1	41.1	No
Reading	47.8	46.5	No	42.1	42.3	Yes
Math	44.2	43.3	No	46.6	39.8	No
Science	36.1	32.7	No	30.3	23.7	No

Social Studies	52.2	49.1	No	52.0	39.0	No
Writing	42.3	25.8	No	37.8	21.2	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2013-2014)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	51.4	56.3	62.5	Yes
Graduation Rate	92.6	89.8	87.5	No

Program Reviews 2013-2014						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.18	1.71	1.89	2.10	7.9	Needs Improvement
Practical Living	2.43	3.00	2.33	2.50	10.3	Proficient
Writing	1.67	1.88	2.11	2.29	8.0	Proficient

Summary of School and Student Performance

Over the course of three K-PREP assessment cycles, the percentage of students scoring at the proficient or distinguished level on the End-of-Course (EOC) exams has increased between the 2011-12 and 2013-14 academic years in all areas. While there was a decline of 20.5 points in U.S. History between the 2011-12 and 2012-13 academic years there was an increase of 28.4 points in the scores between the 2012-13 and 2013-14 academic years. Additionally, EOC scores in Algebra II demonstrate the greatest amount of growth between the 2011-12 and 2013-14 academic years. However, K-PREP writing scores decreased 2.2 percentage points between the 2011-12 and 2013-14 academic years.

The school's achievement data demonstrates upward trends in other assessment areas. The percentage of students scoring proficient or distinguished has increased in all areas between the 2011-12 and 2013-14 academic years in all areas except writing. The percentage of students scoring proficient or distinguished in English decreased by 3.5 points between the 2012-13 and 2013-14 academic years. The percentage of students scoring proficient or distinguished in social studies increased by 28.4 points between the 2012-13 and 2013-14 academic years. The percentage of students scoring proficient and distinguished on the K-PREP writing exam decreased by 7.5 points between the 2012-13 and 2013-14 academic years. The Proficiency Delivery targets were not met in any K-PREP areas. Finally, the school's non-duplicated gap students only met the Delivery targets identified by the state on the English II EOC assessment.

The school's percentage of students scoring at the proficient or distinguished level on all four EOC assessments and the K-PREP writing exam was below the percentage of students scoring at those levels

statewide except on the Algebra II EOC assessment. The average score on the PLAN assessment is below the state average in all areas and all areas have decreased or remained constant between the 2012-13 and 2013-14 academic years.

The greatest drop in achievement occurred on the K-PREP writing exam. The percentage of students scoring at proficient or distinguished levels on this exam decreased by 7.5 points between the 2012-13 and 2013-14 academic years. The declining trend in writing achievement does not correlate to the school's rating of Proficient on its Writing Program Review. The school's Program Review ratings for Arts and Humanities designated the program as Needs Improvement. The ratings for the school's Practical Living programs led to a Proficient rating.

Plus

- Algebra II EOC scores are above the state average.
- U.S. History increased 28.6 points in scores between the 2012-13 and 2013-2014 academic years.
- The school's non-duplicated gap students met the Delivery targets identified by the state on the English II EOC assessment.
- ACT scores increased in all areas from the 2012-13 and 2013-14 academic years.

Delta

- K-PREP writing scores decreased 7.5 points from the 2012-13 and 2013-14 academic years.
- Language Mechanics scores decreased 3.1 points from the 2012-13 and 2013-14 academic years.
- The Proficiency Delivery targets were not met in any K-PREP areas.
- The average score on the PLAN assessment is below the state average in all areas.
- All areas on the PLAN have decreased or remained constant between the 2012-13 and 2013-14 academic years.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Question	%agree/strongly agree	Question	%agree/strongly agree	Question	%agree/strongly agree
3.1	10	48.7	10	52.5	26	86.0
3.1	11	55.9	11	43.7	51	95.4
3.1	13	40.8	17	23.8		
3.1	34	61.6	32	45.0		
3.2	21	58.6	17	23.8	16	81.4
3.2					22	67.4
3.3	12	48.0	10	52.5	17	79.1
3.3	13	40.8	16	48.2	18	67.4
3.3	22	68.4	17	23.8	19	83.7
			26	51.9		

3.4					3	88.9
3.4					11	88.9
3.4					12	84.4
3.4					13	71.1
3.5	14	38.8	5	48.6	8	66.7
3.5					24	93.0
3.5					25	81.4
3.6	19	74.3	9	58.5	20	83.7
3.6	21	58.6	18	52.9	21	76.8
3.6			20	53.1	22	67.4
3.7	14	38.8	5	48.6	8	66.7
3.7					30	55.8
3.7					31	55.8
3.8	9	45.5	13	30.7	15	75.6
3.8	15	46.1	21	35.2	34	55.8
3.8	16	40.8			35	76.7
3.8	17	60.5				
3.8	35	44.4				
3.9	20	55.9	14	38.6	28	83.7
3.9						
3.10			22	55.2	9	88.9
3.10					21	76.8
3.10					23	67.5
3.11					32	88.4
3.11					33	69.8
3.12	13	40.8	1	56.8	27	79.1
3.12	23	59.2	17	23.8	29	79.1

Summary of Stakeholder Feedback

Plus

Parent survey

- 61.6% of parents agree/strongly agree that their child is prepared for success in the next school year.
- 68.4% of parents agree/strongly agree that their child has up-to-date computers and other technology to learn.
- 74.3% of parents agree/strongly agree that their child knows the expectations for learning in all classes.

Student Survey

- 55.2% of students agree/strongly agree that all of their teachers fairly grade and evaluate student work.
- 56.8% of students agree/strongly agree that the school provides programs and services to help them succeed.
- 53.1% of students agree/strongly agree that teachers provide them with information about their learning and grades.

Staff survey

- 88.9% of staff agree/strongly agree that the school's purpose statement is based on shared values and beliefs that guide decision making.
- 88.9% of staff agree/strongly agree that the school's leaders hold all staff members accountable for student learning.
- 88.9% of staff agree/strongly agree that the school's leaders expect staff members to hold all students to high academic standards.
- 93.0% of staff agree/strongly agree that all teachers in the school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.
- 95.4% of staff agree/strongly agree that the school uses data to monitor student readiness and success at the next level.

Delta

Parent Survey

- 38.8% of parents agree/strongly agree that all of their child's teachers work as a team to help their child learn.
- 40.8% of parents agree/strongly agree that all of their child's teachers keep them informed regularly of how their child is being graded.
- 40.8% of parents agree/strongly agree that all of their child's teachers meet their child's learning needs by individualizing instruction.

Student Survey

- 23.8% of students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs."

- 30.7% of students agree/strongly agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
- 38.6% of students agree/strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”

Staff Survey

- 66.7% of staff agree/strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
- 55.8% of staff agree/strongly agree with the statement, “In our school, staff provide peer coaching to teachers.”
- 55.8% of staff agree/strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”

Effective Learning Environments Observation Tool (eleot™) Results

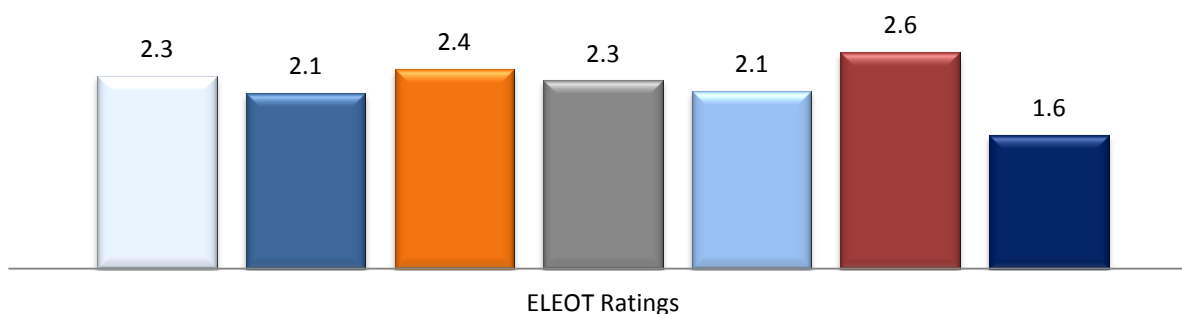
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 33 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.

Overall ELEOT Rating

A. Equitable Learning B. High Expectations C. Supportive Learning
 D. Active Learning E. Progress Monitoring F. Well-Managed Learning
 G. Digital Learning



Summary of eleot™ Data

Equitable Learning Environment

Plus

- The indicator, “Has equal access to classroom discussions, activities, resources, technology, and support,” was evident/very evident during 72% of observations and was partially observed during 21% of observations.
- The indicator, “Has equal access to classroom discussions, activities, resources, technology, and support,” had a mean rating of 2.9 on a 4 point scale.
- The indicator, “Knows that rules and consequences are fair, clear, and consistently applied,” was evident/very evident during 69% of observations and was partially observed during 21% of observations.
- The indicator, “Knows that rules and consequences are fair, clear, and consistently applied,” had a mean rating of 2.8 on a 4 point scale.

Delta

- The indicator, “Has differentiated learning opportunities and activities that meet her/his needs,” was evident/very evident during 33% of observations and was partially observed during 21% of observations.
- The indicator, “Has differentiated learning opportunities and activities that meet her/his needs,” had a mean rating of 2.0 on a 4 point scale.
- The indicator, “Has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences,” was evident/very evident during 18% of observations and was partially observed during 12% of observations.

- The indicator, “Has ongoing opportunities to learn about their own and other’s backgrounds/cultures/differences,” had a mean rating of 1.5 on a 4 point scale.

High Expectations Learning Environment

Plus

- The indicator, “Is tasked with activities and learning that are challenging but attainable,” was evident/very evident during 51% of observations and was partially observed during 33% of observations.
- The indicator, “Is tasked with activities and learning that are challenging but attainable,” had a mean rating of 2.5 on a 4 point scale.

Delta

- The indicator, “Knows and strives to meet the high expectations established by the teacher,” was evident/very evident during 45% of observations and was partially observed during 30% of observations.
- The indicator, “Knows and strives to meet the high expectations established by the teacher,” had a mean rating of 2.3 on a 4 point scale.
- The indicator, “Is engaged in rigorous coursework, discussions, and/or tasks,” was evident/very evident during 27% of observations and was partially observed during 52% of observations.
- The indicator, “Is engaged in rigorous coursework, discussions, and/or tasks,” had a mean rating of 2.2 on a 4 point scale.
- The indicator, “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing),” was evident/very evident during 30% of observations and was partially observed during 36% of observations.
- The indicator, “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing),” had a mean rating of 2.1 on a 4 point scale.
- The indicator, “Is provided exemplars of high quality work,” was evident/very evident during 12% of observations and was partially observed during 24% of observations.
- The indicator, “Is provided exemplars of high quality work,” had a mean rating of 1.5 on a 4 point scale.

Supportive Learning Environment

Plus

- The indicator, “Demonstrates or expresses that learning experiences are positive,” was evident/very evident during 54% of observations and was partially observed during 36% of observations.
- The indicator, “Demonstrates or expresses that learning experiences are positive,” had a mean rating of 2.6 on a 4 point scale.
- The indicator, “Demonstrates positive attitude about the classroom and learning,” was evident/very evident during 54% of observations and was partially observed during 36% of observations.

- The indicator, “Demonstrates positive attitude about the classroom and learning,” had a mean rating of 2.6 on a 4 point scale.
- The indicator, “Is provided support and assistance to understand content and accomplish tasks,” was evident/very evident during 51% of observations and was partially observed during 30% of observations.
- The indicator, “Is provided support and assistance to understand content and accomplish tasks,” had a mean rating of 2.6 on a 4 point scale.

Delta

- The indicator, “Takes risks in learning (without fear of negative feedback),” was evident/very evident during 45% of observations and was partially observed during 33% of observations.
- The indicator, “Takes risks in learning (without fear of negative feedback),” had a mean rating of 2.3 on a 4 point scale.
- The indicator, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” was not observed during 52% of observations.
- The indicator, “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” had a mean rating of 1.8 on a 4 point scale.

Active Learning Environment

Plus

- The indicator, “Has several opportunities to engage in discussions with teacher and other students,” was evident/very evident during 39% of observations and was partially observed during 36% of observations.
- The indicator, “Has several opportunities to engage in discussions with teacher and other students,” had a mean rating of 2.4 on a 4 point scale.

Delta

- The indicator, “Is actively engaged in the learning activities,” was evident/very evident during 39% of observations and was partially observed during 39% of observations.
- The indicator, “Is actively engaged in the learning activities,” had a mean rating of 2.3 on a 4 point scale.
- The indicator, “Makes connections from content to real-life experiences,” was evident/very evident during 30% of observations and was partially observed during 39% of observations.
- The indicator, “Makes connections from content to real-life experiences,” had a mean rating of 2.1 on a 4 point scale.

Progress Monitoring Learning Environment

Plus

- N/A--Percentages were not high enough to qualify as a plus.

Delta

- The indicator, "Is asked and/or quizzed about individual progress/learning," was evident/very evident during 33% of observations and was partially observed during 36% of observations.
- The indicator, "Is asked and/or quizzed about individual progress/learning," had a mean rating of 2.1 on a 4 point scale.
- The indicator, "Responds to teacher feedback to improve understanding," was evident/very evident during 48% of observations and was partially observed during 18% of observations.
- The indicator, "Responds to teacher feedback to improve understanding," had a mean rating of 2.2 on a 4 point scale.
- The indicator, "Demonstrates or verbalizes understanding of the lesson/content," was evident/very evident during 45% of observations and was partially observed during 27% of observations.
- The indicator, "Demonstrates or verbalizes understanding of the lesson/content," had a mean rating of 2.2 on a 4 point scale.
- The indicator, "Understands how her/his work is assessed," was evident/very evident during 33% of observations and was partially observed during 27% of observations.
- The indicator, "Understands how her/his work is assessed," had a mean rating of 2.0 on a 4 point scale.
- The indicator, "Has opportunities to revise/improve work based on feedback," was evident/very evident during 39% of observations and was partially observed during 18% of observations.
- The indicator, "Has opportunities to revise/improve work based on feedback," had a mean rating of 2.1 on a 4 point scale.

Well-Managed Learning Environment

Plus

- The indicator, "Speaks and interacts respectfully with teacher(s) and peers," was evident/very evident during 72% of observations and was partially observed during 21% of observations.
- The indicator, "Speaks and interacts respectfully with teacher(s) and peers," had a mean rating of 3.0 on a 4 point scale.
- The indicator, "Follows classroom rules and works well with others," was evident/very evident during 63% of observations and was partially observed during 21% of observations.
- The indicator, "Follows classroom rules and works well with others," had a mean rating of 2.8 on a 4 point scale.
- The indicator, "Knows classroom routines, behavioral expectations and consequences," was evident/very evident during 72% of observations and was partially observed during 15% of observations.

- The indicator, “Knows classroom routines, behavioral expectations and consequences,” had a mean rating of 2.9 on a 4 point scale.

Delta

- The indicator, “Transitions smoothly and efficiently to activities,” was evident/very evident during 51% of observations and was partially observed during 15% of observations.
- The indicator, “Transitions smoothly and efficiently to activities,” had a mean rating of 2.4 on a 4 point scale.
- The indicator, “Collaborates with other students during student-centered activities,” was evident/very evident during 33% of observations and was partially observed during 9% of observations.
- The indicator, “Collaborates with other students during student-centered activities,” had a mean rating of 1.9 on a 4 point scale.

Digital Learning Environment

Plus

- N/A--Percentages were not high enough to qualify as a plus.

Delta

- The indicator, “Uses digital tools/technology to gather, evaluate, and/or use information for learning,” was evident/very evident during 33% of observations and was partially observed during 6% of observations.
- The indicator, “Uses digital tools/technology to gather, evaluate, and/or use information for learning,” had a mean rating of 1.8 on a 4 point scale.
- The indicator, “Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning,” was evident/very evident during 24% of observations and was not observed during 76% of observations.
- The indicator, “Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning,” had a mean rating of 1.6 on a 4 point scale.
- The indicator, “Uses digital tools/technology to communicate and work collaboratively for learning,” was evident/very evident during 15% of observations and was partially observed during 3% of observations.
- The indicator, “Uses digital tools/technology to communicate and work collaboratively for learning,” had a mean rating of 1.4 on a 4 point scale.

FINDINGS OF THE INTERNAL REVIEW TEAM

IMPROVEMENT PRIORITY

Indicator: 3.3

Action statement:

Create a formalized instructional process that includes research-based instructional best practices (e.g., student collaboration, self-reflection, development of critical thinking skills, personalization, student application of knowledge and skills, use of technologies) that will be implemented by all teachers during regular classroom instruction. Develop and implement a monitoring system for the instructional process.

Supporting Evidence:

Student Performance Data

Student performance data, as detailed in this report, generally improved between 2013 and 2014 but reflects performance that is below state averages in EOC, PLAN and ACT data. Data suggest that the school has not been effective in establishing processes that ensure teachers are clearly informed of the instructional process that addresses student learning needs and ensures achievement of learning expectations. Of particular concern to the Internal Review Team is that 2014 state accountability assessment results indicate that no Delivery targets were met for proficiency, and only one of the six Delivery targets, the End-of-Course reading assessment, were met for the non-duplicated gap group.

Classroom Observation Data

As noted in the eleot™ data, there are both strengths and areas in need of improvement regarding instruction. Instructional practices related to the above Improvement Priority are best represented by the High Expectations and Progress Monitoring learning environments. The High Expectations learning environment had a mean rating of 2.1 on a 4 point scale; the Progress Monitoring learning environment had a mean rating of 2.1 on a 4 point scale.

Stakeholder Survey Data

48.0% of parents agree/strongly agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities,” suggesting that less than half of the parents agree/strongly agree that their child has varied learning activities. Similarly, 40.8% of parents agree/strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.” 52.5% of students agree/strongly agree with the statement, “My school provides me with challenging curriculum and learning experiences,” suggesting that a little more than half of their teachers are providing a challenging curriculum. In addition, 48.2% of students agree/strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.” Most concerning is that only 23.8% of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Stakeholder Interviews

In interviews, teachers and administrators were consistently not able to define or explain the school’s instructional process. Some teachers stated that they post learning targets. Few teachers mentioned using formative assessments as a daily part of their instruction. Students were not able to communicate results of formative assessments; however, they were able to articulate results of benchmark and practice “state-like” testing.

Documents and artifacts

Review of curriculum documents, the 2014-15 professional development schedule, professional learning community meeting agenda and minutes, lesson plans, samples of student work as well as school policies did not reveal the existence of defined written expectations, monitoring or support for the implementation of a school “instructional process” intended to clearly define instructional strategies that ensure student achievement of learning expectations.

IMPROVEMENT PRIORITY

Indicator: 3.7

Action statement:

Develop, implement and monitor a formal teacher mentoring and coaching program that addresses the needs of all teachers and aligns with the school’s beliefs about teaching and learning. Within the monitoring structure, include systematic measures of performance that reliably inform teachers about the quality of instructional practices.

Supporting Evidence:

Student Performance Data

Student performance data, as detailed in this report, is below the state average in all assessed content areas except Algebra II. Academic performance data indicate the school did not meet Delivery targets in any area except the Gap Delivery target for reading. Of particular concern is the writing result from the 2013-14 academic year, which indicates approximately 26% of students scored at the proficient or distinguished levels while over 70% of students scored at the novice or apprentice levels.

Classroom Observation Data

The eleot™ data reflects both areas of strength and areas in need of improvement regarding classroom instruction. Identifying teachers demonstrating professional strengths within particular learning environments will ensure that high quality mentoring and coaching aligns teacher strengths to specific aspects of instruction in need of improvement.

Stakeholder Survey Data

23.8% of students agree/strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs,” and 40.8% of parents agree/strongly agree that all of their child’s teachers meet their child’s learning needs by individualizing instruction, suggesting that a significant percentage of students perceive teachers are not using instructional practices that regularly meet individual learning needs. 55.8% of staff indicated they agree/strongly agree with the statements, “In our school, staff provide peer coaching to teachers,” and “In our school, a formal process is in place to support new staff members in their professional practice.” Additionally, 48.6% of students agree/strongly agree with the statement, “In my school, teachers work together to improve student learning,” suggesting the need for a formalized mentoring and coaching program for all teachers that informs teachers regarding the quality of their instructional practices.

Stakeholder Interviews

In interviews, teachers and administrators indicated the school was providing assistance only to teachers involved with the Kentucky Teachers Internship Program but that there was no formal program to provide mentoring or coaching beyond what is received in the professional learning community. There is little evidence regarding the nature of professional development supports provided to new teachers, and follow-up is left up to the board designee working with the interns.

Documents and artifacts

Review of artifacts and documents including the teacher handbook, school council policies and professional learning community meeting minutes did not reveal the existence of any defined written expectations, monitoring or support of a program concerning teacher mentoring and coaching.

Attachments:

- 1) Leadership Assessment Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified Improvement Priorities in the 2012-2013 Diagnostic Review/Leadership Assessment Report for Sheldon Clark High School.

Improvement Priority 1: (2.6 & 3.4) Establish and implement a process to consistently and effectively supervise the instructional program.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- eleot™ walkthroughs on teachers once every two weeks
- TPGES (Teacher Professional Growth and Effectiveness System) mini-observations on every teacher first semester
- Review of lesson plans on CIITS
- Monitoring of PLC (professional learning community) meetings
- Teacher Leader meetings
- School Leadership Team meetings
- Big Rock plans/CSIP (Comprehensive School Improvement Plan)
- Quarterly stakeholder meetings, student council- revise stakeholder belief statements
- Monitoring visits with Chief Academic Officer
- PBIS (Positive Behavioral Interventions and Supports)
- Meeting with Big Sandy about establishing dual credit courses

School/District comments:

The principal and assistant principal have a process by which we conduct a 20-minute eleot™ walkthrough on every teacher once every 2 weeks. The principal also conducted a TPGES formal mini-observation on every teacher during the first semester this year. Teachers are asked to supply lesson plans on CIITS and the principal provides feedback through CIITS. The principal and assistant principal regularly attend PLC meetings to monitor the effectiveness of the Plan/Do/Study/Act process and to help each group in any way needed.

Teacher leaders from PLC attend meetings every Monday after school to share/discuss the work done in PLCs the previous week and plus/delta information. Every other Monday during 3rd period, the School Leadership Team meets to review/revise the school's 30-60-90/Big Rock plan, which is directly tied to the school's CSIP. They also analyze data for the Quarterly Report. This team includes school administration (principal, AP [assistant principal], counselors, director of student culture, coordinator for student advocacy, FRYSC [Family Resources and Youth Services Center] director, and a teacher) and central office personnel (including the superintendent, chief academic officer, and special education director).

This year the principal organized a stakeholder group to help with the Missing Piece and turned the group into an active school committee, which meets quarterly. They have reviewed the vision, mission and belief statements for the school and came up with a mission statement, which was presented to the teachers and ultimately to the SBDMC (School-Based Decision Making Council) which adopted it. The student council was asked to develop belief statements from the student perspective. All these things were done to increase stakeholder involvement in order to ultimately increase student achievement.

The Chief Academic Officer meets with the principal on a monthly basis to monitor and assist the principal so student achievement can be improved.

The district has been awarded a grant to implement PBIS at the middle and high schools. Work has already begun on developing a behavioral matrix and to recruit school psychologists and PBIS coaches to assist students and teachers with positive supports so that student achievement can be increased.

Moreover, in order to help students perform at higher levels and to be College-and Career-Ready, the school is partnering with Big Sandy Community and Technical College to establish dual credit courses at the high school.

Team evidence:

- School-submitted PLC documents
- PLC observations
- eleot™ data
- Stakeholder interviews
- Stakeholder perception surveys

Team comments:

The school has voluntarily coordinated with AdvancED to conduct eleot™ walkthroughs to monitor instructional practices. According to stakeholder interviews and the leadership presentation, all teachers received a PGES “mini-formal” observation in the autumn of the 2014-15 academic year. Teachers also conduct peer instructional observations to gain insight into instructional practices discussed during professional learning community (PLC) work. Staff survey data reveals that 84.4% of staff agree/strongly agree that school leaders regularly evaluate staff members on criteria designed to improve teaching and learning, and 71.1% of staff agree/strongly agree that school leaders ensure all staff members use supervisory feedback to improve student learning.

According to stakeholder interviews, PLC minutes are submitted to the principal on a weekly basis. In addition to the weekly submission of PLC minutes, stakeholder interviews indicate teacher leaders in each PLC report collaborative team needs to the school leadership team weekly. Stakeholder interviews and documentation submitted by the school reveal teacher collaborative teams meet daily to analyze student learning data, develop instruction, determine interventions for students supported by the school’s RtI system, and support the mutual professional development of colleagues.

However, observations of collaborative teams by diagnostic review team members indicate that there are still inconsistencies regarding the quality of collaborative team meetings.

Furthermore, an evaluation of school-submitted evidence implies that there are discrepancies in the amount of evidence documented regarding the work of collaborative teams in each content area. Notably, there is ample documented evidence indicating that the English language arts and math collaborative teams meet regularly to analyze student learning outcomes and collaborate around curriculum and instruction; however, the body of evidence documented with regard to the social studies and science collaborative teams does not provide absolute clarity as to the nature of collaborative team meetings. The above findings indicate a need to continually refine and improve systems intended to supervise the instructional program.

Improvement Priority 2: (3.3) Develop professional learning sessions that provide teachers with a repertoire of instructional strategies and best practices to use that increase student engagement, improve student critical thinking abilities, and promote student collaboration. Monitor the application of these instructional strategies.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- PLC agendas and minutes
- Book studies: Fred Factor and Paige Keeley Formative Assessment books
- Discussion of Marzano's high yield strategies
- Sharing of walkthrough data
- TPGES mini-observations on every teacher
- CT4GC (Co-Teaching for Gap Closure)
- PD (professional development) agendas

School/District comments:

Much professional development is carried out during our daily PLC time. In the past, teachers discussed books like *Cultures Built to Last* and *Superteaching*. This year the principal ordered Paige Keeley's *Science Formative Assessment* for all teachers and *Mathematics Formative Assessment* (for math teachers) and asked the faculty to discuss the strategies in PLC and to try to implement some in the classroom. They were also given Marzano's high yield strategies and asked to do the same. Once they tried a strategy, they were asked to report how effective they felt the strategy was and how they will make adjustments in the future. The principal also ordered Mark Sanborn's *The Fred Factor* to build a positive school culture. He assigned certain chapters to read ahead of time and held discussions during PLC time. AdvancEd came in September and conducted another series of eleot™ walkthroughs on all teachers. During a faculty meeting, results from two years ago were compared to this year. Improvements were demonstrated and the principal and faculty discussed where we go from here. The principal and assistant principal conducted more eleot™ walkthroughs, observing every teacher approximately once every two weeks. During December's faculty meeting, the principal shared his results with the faculty. The principal also completed a formal TPGES mini-observation on every teacher and provided individual feedback.

A new program we have started at the school this year, which we hope to get every teacher to try in at least one class next year, is CT4GC (Co-Teaching for Gap Closure). Even if teachers do not have a co-teacher in the room with them, involving students in goal-setting and monitoring class progress are key components in the program that all teachers could use in any class. Some teachers have been sent to training, and more training during PLC time is coming.

Team evidence:

- PLC minutes
- Read 180 and Math 180
- RedZone
- Transition courses
- Stakeholder interviews
- Stakeholder perception surveys
- eleot™ observation data

Team comments:

Documentation provided by the school, stakeholder interviews, stakeholder perception surveys, and eleot™ observation data indicate that school leadership is monitoring teacher instructional practices. Additionally, stakeholder interviews identify teacher collaborative work, in the form of PLCs, as the primary setting for professional development activities. These professional development activities, however, have yet to significantly translate into improved instructional practices that increase student engagement, improve student critical thinking abilities, and promote student collaboration.

A comparison of eleot™ observation data over two observation cycles, one cycle conducted by AdvancED in the autumn of 2014 and the second cycle conducted as a component of the current report, illustrate the need for continued focus on the development of instructional practices, as cited above, and the subsequent monitoring systems to ensure the desired instructional practices are consistently embedded in regular classroom instruction:

Eleot™ observation data mean rating on a 4 point scale

Environment	A. Equitable Learning	B. High Expectation	C. Supportive Learning	D. Active Learning	E. Progress Monitoring	F. Well- Managed Learning	G. Digital Learning
Fall 2014	2.3	2.2	2.5	2.3	2.3	2.6	1.5
Winter 2015	2.3	2.1	2.4	2.3	2.1	2.6	1.6

Improvement Priority 3: (3.7) Implement a teacher mentoring and coaching program that aligns with the school's beliefs about teaching and learning. Provide opportunities beyond the time allotted for Professional Learning Communities for teachers to collaborate and observe and learn from their peers.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School/District evidence:

- Daily PLC meetings
- Peer observation protocol
- Peer observation documentation
- New teacher support from central office
- Teacher handbook
- Certified Evaluation Plan-TPGES
- Feedback from eleot™ walkthroughs

School/District comments:

Unlike many other schools, the school has daily PLCs. Teachers collaborate on a daily basis to discuss instructional strategies, analyze data, develop assessments, and review/revise curriculum. The teachers in each department take the new staff (whether they are first year teachers or experienced but new to our school) under their wing and mentor them. This year the school developed a peer observation protocol aligned to TPGES, and every PLC group developed a peer observation schedule where everyone observed a peer and held a follow up discussion so all could learn from a peer. Central office also has developed a plan to assist/support new teachers. A central office staff person comes to the school to work with four teachers. Her coaching, assistance, and feedback is most valuable to teachers. A teacher handbook was revised and distributed to all. The principal discussed changes during PLCs. Through TPGES formal observations and eleot™ walkthroughs, teachers are given feedback about instruction.

Team evidence:

- Descriptions of district new teacher mentor
- Survey data
- Staff interviews
- eleot™ observation data

Team comments:

Evidence derived from stakeholder interviews and school-provided documentation indicates the central office provides a teacher mentor that visits the school to coach four new teachers. Teachers were also allotted time to conduct peer observations and provide peer feedback and support regarding instruction in math, social studies and language arts according to documentation provided by the school. Interview data also reveal that peer coaching and mentoring occurs in language arts and math.

However, there is no evidence that a formal systematic coaching and mentoring program is instituted to support the continuous professional growth of all teachers. Staff survey results reveal 55.8% of staff agree/strongly agree that staff members provide peer coaching to teachers. Additionally, staff survey results reveal 55.8% of staff agree/strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”